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ABSTRACT

Outcomes of a high school inschool suspension program are presented in this practicum report. Because students associated the former discipline program with unfair treatment and inconsistent sanctions, a new program was developed. Goals were to improve student behavior, attendance, morale, self-esteem, and academic achievement in grades 9 through 12. Methodology included analysis of daily reports, before and after student self-rating evaluations and opinion surveys, and teacher program evaluations conducted during the program's 6th and 10th weeks. Results included positive changes in each of the five goals. Favorable teacher feedback recommended program continuation. Appendices contain student surveys; student and teacher program evaluations; and program report forms, policies, and correspondence. An annotated bibliography of 23 sources is included. (20 references) (LMI)

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THE DEVELOPMENT AND IMPLEMENTATION OF AN IN-SCHOOL SUSPENSION PROGRAM

by

Richard D. Rentz

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a National Database System for reference.

August/1991

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Abstract

The Development and Implementation of an In-School Suspension Program.

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Descriptors: Corporal Punishment/Out-of-School Suspension/Expulsion/Assertive Discipline/Values Clarification/Detention/In-School Suspension/

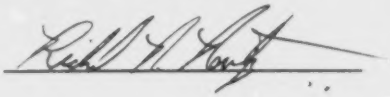
The author developed and implemented a disciplined educational environment using in-school suspension (ISS) with the intent to improve behavior, student attendance, morale, self-esteem, and academic achievement in grades nine through 12. Information gathered indicated that the students of the targeted high school felt the existing disciplinary procedures were unfair and inconsistent. The overall administrative procedures regarding disciplinary actions contributed to the poor attendance of disruptive students, low morale of the student body, low self-esteem, and poor academic achievement of students who display inappropriate school behavior.

The purpose of the disciplinary program was to decrease disruptive behavior, increase attendance of students, increase morale, increase self-esteem, and academic achievement of the targeted population. Results indicated that the alternative disciplinary program of ISS proved to be an effective method of discipline for the targeted high school students. The summary of the results of the implementation of the ISS program did indicate that positive, significant changes in behavior, attendance, morale, self-esteem, and academic achievement did occur.

A disciplined educational environment has provided school officials with a positive approach to resolving present behavior problems and preventing future occurrences. Appendices include student and teacher surveys, grade summary reports, proposal of program to the board of education, discipline records and reports, ISS procedures, and program evaluations.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed 

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CHAPTER I

Purpose

The target population was made up of 610 high school students in grades nine through 12, in a rural community in the mountains of a southern state. The population of the rural county is 33,000 and racial makeup is 98 percent white and 2 percent Black.

The people working in the poultry industry make up 45 percent of the population. The people involved in the tourist trade make up 30 percent of the population. Citizens that work in the educational field make up 15 percent and the industrial workers make up 10 percent of the population. The students, whose family income range from $10,000 to $80,000, come from a variety of backgrounds. The socioeconomic groups are divided into four major means of income. The majority of the county's population is employed as poultry farmers, who have on the average a tenth grade education. The second largest means of income is tourism, where there are a number of well educated merchants who make a living from tourist attractions in the old gold mining town. The third socioeconomic group is made up of educators. In the rural community, there is an

extension of a major public university which employs hundreds of people, as does the local public school system. The fourth and smallest group is industry, which employs very few people. The industrial workers have an education similar to the poultry workers.

Merchants and educators come from outside the rural community and have different attitudes, morals, and goals. The city residents are actively involved in the local politics of the small rural town. The people who live in the county are not as involved as the city residents. Parents of the two lower socioeconomic groups are not as concerned about education or politics of the small rural community as are the other residents.

The rural high school is made up of grades nine through 12. The enrollment was 610 students, 277 males, none of which were from a minority group and 333 females, six were from a minority group. Twenty percent of the total enrollment participated in the free lunch program and 13 percent participated in the reduced lunch program.

The principal has two assistants, one assistant principal is primarily in charge of discipline and was the role of the author. The author's background

consisted of 10 years in education, five of which have been in an administrative capacity and five were as a classroom teacher. The other assistant principal is the vocational supervisor. The school has a guidance counselor and a total of 38 teachers. Eighty-two percent of the faculty and staff have a masters degree or specialists degree. There are presently no minority teachers on the staff. The student/teacher ratio in the majority of the classes is one to 17.

The curriculum that is offered covers the social sciences, fine arts, mathematics, English, science, vocational education, physical education, and special education. Students are also offered a small range of electives. The student handbook has a listing of the courses offered and the school's disciplinary procedures are also written in the student handbook; however, consequences for discipline referrals were not stated. Therefore, the administration took disciplinary action without using a consistent corrective action plan. The procedures presently used have not effectively changed the students' inappropriate behavior, moral, or attendance.

The educators in the targeted high school reviewed the school discipline program and determined that the

problems were handled ineffectively. In dealing with inappropriate school behavior, the author decided not only to consider the student involved, but also the student body and the school's faculty. Any discipline decision affected all individuals in that particular setting. When discipline problems arose, the author decided that the decisions should be fair and consistent in regards to the actions. An effective school discipline program must address the behavior problems, but at the same time allow for the optimum educational opportunities to still exist.

In the targeted high school, three major problems regarding the discipline program existed. Thirteen percent of the high school students were suspended out-of-school over a 10 year period of time (Table 1:6). The students were suspended out of school for various reasons. Inappropriate behaviors such as repeated disruptive behavior in the classroom, skipping school, cheating, fighting, and use of profanity were among the reasons for suspension. For example, one student may be paddled for cheating, another may be suspended out of school for cheating. The disciplinary action taken was at the discretion of the administrator. The author felt that the inappropriate

behaviors would decrease if another disciplinary action would be enforced in a consistent manner. Ninety-eight percent of these high school students should have an alternate discipline program to keep them in school on a daily basis. The number of high school students being disciplined by an alternate disciplinarian method should increase by 85 percent.

A problem existed for the high school students in this study. The target group consisted of 610 high school students in grades nine through 12. After reviewing and summarizing the high school's discipline files and attendance records over the past 10 years, the evidence showed that certain actions had been taken that had not allowed the student to continue to enhance the educational goals of the student's choice. The disciplinary procedures and consequences of certain behaviors had not been consistent. The data was summarized in Table 1:6.

Table 1

Discipline Summary

From 1979 through 1989

Year	Suspended Total Students/ Total # of Days	Paddled	Detention Hall 60 Minutes After School
79-80	44/201	176	51
80-81	39/201	47	24
81-82	82/338	54	38
82-83	69/266	47	38
83-84	72/338	51	16
84-85	52/223	49	5
85-86	53/208	36	0
86-87	141/358	0	54
87-88	63/224	0	1061
88-89	71/280	0	983

Twenty-five percent of the high school students reported on a student opinion inventory that the target high school administration did treat them fairly when dealing with disciplinarian procedures (Appendix A:64). Ninety-five percent of the high school students should have the opinion that the student body is treated fairly when disciplinarian procedures are implemented (Appendix B:69). The positive opinions of the high school students regarding discipline procedures should increase by 70 percent.

The lack of consistency in the discipline program led to low morale within the student body because

students felt that the administrators did not treat the students equally and fairly (Appendix A:64). Also, the inconsistency in discipline procedures had attributed to the low attendance rate in the target high school because such measures as out-of-school suspension had been used by the school administration.

Only twenty-five percent of the targeted high school students that were suspended out-of-school displayed a high self-esteem. Ninety-five percent of the targeted high school students should display a high self-esteem. The self-esteem of the students who were not repeat offenders of the targeted high school should increase by 70 percent.

According to an interview with the target high school's guidance counselor, 75 percent of the students that had been suspended out-of-school displayed a low self-esteem (Jowers, 1989). The guidance counselor reported that out-of-school suspension contributed to low self-esteem in students because the students fall behind in assigned school work; therefore, the highest possible educational goals cannot be met by these students affected by the present discipline procedure (Appendix B:69).

The disciplinary procedures used in the high school setting should be ones that deter inappropriate school behavior. The procedures used should also be ones that give the student opportunity to obtain educational goals. School attendance should increase with alternative methods of discipline. Student's appropriate behavior, morale, and attendance should be positively increased to ensure optimum educational opportunities.

For positive changes to occur with the students in the target high school, a new discipline program was developed and implemented. The discipline program was to be administered in a realistic manner so that all students were treated fairly and were given an opportunity to obtain educational goals.

The author had previously established that the target high school had certain disciplinarian problems. In order to have developed and implemented a new discipline program, desired objectives needed to be met. The objectives were measurable so that the author could show that intervention has made a difference in the total education process.

Objective One

After 10 weeks of implementation of an alternative disciplinary In-School Suspension (ISS) Program, all students in grades nine through 12 will decrease disruptive behavior by 100 percent based upon the number of students assigned to the program that have had previous disruptive behavior recorded in the permanent files.

Objective Two

After 10 weeks of an alternative disciplinary ISS Program, disruptive students in grades nine through 12 who were assigned to the in-school suspension program will have improved school attendance by 85 percent based upon daily attendance records from student's cumulative folders per nine weeks and year.

Objective Three

After 10 weeks of student participation or knowledge of an alternative disciplinary ISS Program, all students in grades nine through 12 who had been assigned to the in-school suspension program or made aware of the program, will have increased morale by 70 percent, indicated by a pre and post student survey and counselor observation (Appendix A:64).

Objective Four

After 10 weeks of implementation of an alternative discipline ISS Program, all students who had been involved in the program will have improved personal self-esteem by 70 percent (Appendix B:69), improved grades by 50 percent after a 10 week progress report (Appendix C:73), as well as a 70 percent increase in the effectiveness of the new discipline program, all of which are to be indicated by student evaluation.

In formulating the objectives, the author had taken into account the specific discipline problems of the target high school. The objective outcomes were realistic and reasonable in relation to the targeted group of students. The objectives should serve the purpose of drawing conclusions about the effectiveness of the alternate discipline ISS Program.

CHAPTER II

Research and Solution

The targeted high school had several disciplinarian problems that needed to be solved with a new disciplinarian program. The author researched several disciplinarian programs that could have possibly solved the problems of the targeted high school. Values clarification, assertive discipline, corporal punishment, out-of-school suspension, and expulsion were several approaches that were considered in solving disciplinarian problems.

According to Rose (1988:8), some educators believed that the educator should foster critical thinking in the area of values. Rose stated that

> The assertion here is that values defined as freely and thoughtfully chosen, prized, and acted upon, do not come from a process of adult manipulation . . . that they cannot come except by free, open, intelligent, informed choice. This does not mean that teachers will accept any kind of behavior.

The initial intent of values clarification is a sound, thought provoking exploration of an issue and the resolution guided by societal accepted norms. Over the years, the rationale for values clarification

became stretched as the program was implemented loosely in classrooms, thus provoking havoc and loss of control. Opponents charge that if a child is given too much freedom to rebuke or question a school's rules, no firm guidelines can be enforced.

Proponents believed that a positive exploration of a situation, and all factors affecting the situation provides for understanding and agreement in the final decision-making. The proponents contented that extenuating circumstances can adversely affect the whole intent of an established rule. By comparing similar occurrences, cause-and-effect relationships, or simulated "what if" situations, a student can better arrive at a comfortable decision. Usually, after such a session, the teacher and the student are mutually satisfied in the decision-making process. Obviously, there is a need to encourage sound choices based on moral norms practiced by society; however, the practicality, may be best reasoned by Vann (1980:16) who said,

> Let's recognize values clarification for what it is: a helpful strategy that, when woven into the fabric of the school curriculum, can help children develop a better understanding of their history, contemporary society, the future . . . and perhaps most important themselves.

The problems of the targeted high school's disciplinarian program included students' feelings of not being treated fairly and the disciplinary program not being consistent. According to several personal interviews conducted by the author, values clarification had been used in the past, but not consistently. In a personal interview (Price, 1990), with the history department head, the interviewee stated that some teachers use value clarification techniques in the individual classrooms. Price reported that most teachers in the targeted high school felt that any and all disciplinarian procedures should be conducted by the school's administration and that the responsibility of choosing values clarification as a discipline procedure should be developed by the guidance counselor. After reviewing the literature on values clarification, the author took the stand that the procedures can be used by individual teachers and the guidance counselor, but values clarification is not the best disciplinarian approach to use for the total discipline program because there is a tendency to be inconsistent (Appendix A:64). The students of the targeted high school indicated on a survey that a consistent program was needed.

Canter (1988:71) advocated assertive discipline as a means of accomplishing

> a systematic approach to behavior modification which enables teachers to set firm, consistent limits for students while remaining cognizant of their needs for warmth and positive approach.

Canter believed that teachers can be categorized as being either assertive, nonassertive, or hostile. Canter's choice . . . "one must be assertive or one is not effective." Upon closer examination of Canter's methods, some beliefs seem contradictory. Assertive discipline advocates that the teacher has complete and unquestioned authority in the classroom at the risk of repelling the students. Such words as control, authoritarianism, unsympathetic, inhospitable, and fear are frequently used to describe assertive discipline. Other methods, such as using labels of "good" and "bad" behavior as well as a disciplinary type of "singling-out" methods are also used.

Gartrell (1981) felt that not only is assertive discipline harmful, but is also distracting. The student becomes more focused on the punishment rather than the learning. A stigma is often times attached by other students and teachers to the individual who has been reprimanded. More importantly, the cause of a

student's action is overlooked rather than explored for mutual resolution. Although assertive discipline might rectify the immediate situation, the long-term effect on positive learning attitudes can curb a child's success as a student. Gartrell (1981:21) makes a valid point by having stated, "For the child who is frequently singled out, a self-fulfilling prophecy (I become who you tell me I am) is being begun."

With the targeted high school in mind, the author was in agreement with Gartrell that a student's attitude towards learning is being affected by the use of assertive discipline as a disciplinarian procedure. The students of the targeted high school revealed on a student opinion inventory (Appendix A:64) that the students are not treated fairly when discipline problems occur. Assertive discipline would only single out the negative behaviors; therefore, the students would feel that they are treated unfairly. Assertive discipline could possibly be used in teachers' individual classrooms, but would not be effective in overcoming the problems of the total discipline problem especially for misconduct that warrants the attention of the school's administration.

Corporal punishment may be the most archaic, psychologically scarring, abusive, and demeaning way of accomplishing or enforcing obedience; however, in 1976, justices in the United States Supreme Court supported a district court decision based on the belief that corporal punishment is a practice which is "an acceptable method of promoting good behavior and instilling notions of responsibility into the mischievous heads of school children" (Ingraham vs. Wright, 1976:909). Dubanoski, Inaba, and Gerkewicz (1982) believed otherwise. Each felt that corporal punishment is based on myths such as: (a) The belief that corporal punishment builds character; (b) The belief that punishment teaches respect; (c) The belief that punishment is the only thing some children understand; and (d) The belief that without corporal punishment behavioral problems increase. Until disproving the myths is accomplished, laws and practices will remain unchanged rendering and perpetuating troublesome children.

Dubanoski, Inaba, and Gerkewicz (1982:21) stated that,

> Power-assertion techniques are productive of low rather than high, conscience comes from data on physical punishment, where correlations are, with one exception,

> negative, and in several instances significantly so.

An abhorring realization is that corporal punishment is more prevalent in poor or ghetto areas. Just because a person is from a low income area, misconceptions are formed that physical abuse is the only way that young minds can comprehend right from wrong behavior. According to Dubanoski, Inaba, and Gerkewicz (1982:24),

> Parents from deprived backgrounds may be conditioned to accept society's low expectations for their children without realizing they may be condoning a strategy for educational failure.

The Black Educational Commission of Los Angeles, California has taken a position on corporal punishment and stated,

> We see corporal punishment as one of those intimidating and demeaning factors which must be resolved in order for young Black people, especially young Black men, to be totally free and responsive to the process of learning" (Clark, 1981:61).

When corporal punishment is practiced, resentment, withdrawal, anger, rebellion, and embarrassment are common after-effects that a student experiences. None of these emotions are conducive to a positive working environment. Although the practitioner may feel that corporal punishment is being performed for the good of the student and the school, what example is being set?

A rigid, non-caring, fearsome atmosphere is created where creativity and inquisitiveness are stifled. Flexibility can prevent a situation from becoming uncontrollable. That is not to say, let the children run unhampered, ignoring all established rules, but rather to communicate and find out what, how, and why the child wants to pursue a particular quest. Maybe preconceived perceptions need to be changed by both students and school . . . respect for one another must be foremost in teaching if respect is what is sought (Howe, 1989).

In the rural community of the targeted high school's location, the statistics of child abuse are alarming (Edmondson, 1984). According to Edmondson, the majority of the people felt that a beating is the only way to control children. Corporal punishment has been a disciplinarian practice at the targeted high school for many years. Due to the high incidence of child abuse in the rural community, the author felt that corporal punishment as a disciplinarian procedure is re-enforcing the issue that people feel that hitting other people is all right to correct undesirable behaviors.

According to Jowers (1990), 75 percent of the students of the targeted high school displayed a low self-esteem because of out-of-school suspension. The author felt that corporal punishment could possibly add to the high figure of students with low self-esteem. Corporal punishment has been practiced, but the author felt that discontinuing the use of corporal punishment would benefit the students, especially where child abuse is related.

Out-of-school suspension and expulsion are fortunately becoming outdated (DiSciullo, 1984). In the past, when a student caused trouble the best solution was to immediately remove the child from the room before he influenced disruptive behavior in the other classmates. Once excused, the student became the problem of the community. The school and the surrounding community experienced increased loitering and vandalism, school drop-out rates soared, unemployment swelled, and welfare lines grew (Rose, 1988).

The Jesness Inventory Manual (Jesness, 1981) studied "personality characteristics" of assigned students (to suspension programs) and compared the individual's asocial index scores with those made by a

large group of nondelinquents. The asocial index score measures the tendency of an adolescent to behave in ways that are asocial or transgress established social rules. Results of the studies indicated that the groups of students being assigned to suspension program exhibited personality traits that were recognized as disturbing or as potentially delinquent. According to The Jesness Inventory Manual, academically, reading skills of these students were significantly lower than those of students in the same school who were not assigned to the suspension program.

Yes, out-of-school suspension and expulsion have been implemented for years by the targeted high school's administration. Of course, these suspension procedures get "rid of" the trouble-makers. What about the community? Are the schools not creating more problems for the local citizens? According to the Jesness Studies, schools are creating delinquents by implementing the disciplinarian practice of suspension and expulsion (Jesness, 1981).

One of the major problems of the targeted high school was one of attendance. Once a student is suspended, the student falls behind in the assigned classwork. What happens then? The student gets

frustrated and decides to stay out-of-school for a number of days. Is this kind of behavior helping the community and/or the student? The disadvantages of using out-of-school suspension and expulsion are too many for the author to consider using these two methods for a total disciplinarian program. The targeted high school's administration has tried suspension and expulsion as disciplinarian procedures and has failed to ensure the highest possible educational goals for the students.

Within the last 10 years, In-School Suspension, a unique concept, has been introduced, practiced and instituted in many schools across the nation which is effectively correcting discipline problems (Rudolph, 1984). Instead of alienating the student for troubled behavior, an ISS program draws the student back into the academic structure through a cloistered environment which focuses on discipline, class work, counseling, and special "self-help" packets which are tailored to address specific needs and recognition exercises that will bring the student through a self-realization process eventually accomplishing behavior changes (Patterson, 1985). Still in the formative stages, not

all schools are ready to embrace such a demonstrative student rehabilitation effort. For such a program to succeed, the school administrative staff, teachers, counselors, advisors, parents, and students have to dedicate valuable personal time and interest (Corbett, 1981). Communication among these entities is crucial. If one such participant fails to contribute a certain amount of input, the ISS program is jeopardized and the student is lost. The research will prove how an ISS program can instill discipline in a less hostile manner as opposed to the excessive academic constraint or exclusion practices.

The premise behind an ISS program is to foster an understanding between the student and the school. The program helps the student to develop a sense of awareness about right and wrong. The student can learn from the program how instrumental choices can affect the outcome of a person's life in and out-of-school. An ISS Program is an intensive intervention approach to changing behavior patterns, not disguising or temporarily "fixing" them. To implement an ISS program effectively, broad communication channels need to be firmly established before the school year begins by the school administration with teachers, counselors,

advisors, parents, and students. Communication can be initiated through letters, flyers, conferences, seminars, and orientation programs. The more exposure given to an ISS program, the less confusion will occur.

The importance placed on structure and discipline provides guidelines for the teacher/student relationship to flourish. Choices can be made within the guidelines for the teacher/student relationship to flourish. Choices can be made within the guidelines which will affect the rate of learning and maturation process of positive self-awareness (Dorrell and Katcher, 1984).

When the educational system fails to produce productive and literate adults, both the individual and society suffers. Abandoning responsibility for a troubled child is reprehensible. When a student demonstrates deviant behavior, the student is demonstrating rebellion against a system that the student does not understand or is not working for the individual. Other methods must be sought to reach the student. Thus, the ISS Program was researched. The author felt that in a nurturing environment such as ISS, an evaluation process is undertaken and the trouble student is given quality time to focus on the

problem and uses learning materials to identify and correct the troublesome behavior. Many times the individual has lacked proper direction or guidance from parents. Sometimes, the cause for deviant behavior can stem from a more serious, previously undetected, physical or mental condition. In an ISS environment, the counselor explores all possibilities in an attempt to rectify the child's behavior patterns. In a personal interview (Jowers, 1990) with the targeted high school's counselor, the interviewee reported that alternative disciplinarian procedures had been reviewed for the targeted high school in the past. The guidance counselor suggested that an ISS Program could solve some of the targeted high school's discipline problems, such as inconsistent discipline procedures, student morale, and student self-esteem. The interviewee suggested that the author discuss the idea of an alternate school approach to disruptive behavior.

The author conducted a telephone interview with Edwards (1990), the director of an alternative school program in a neighboring county. The program was implemented in the fall of 1989. In the beginning of the program, the program appeared to be meeting the needs of the participating schools. Since the spring

of 1990, the interviewee reported that the rapid turnover of teachers has caused considerable problems. "The teachers appear to be losing patience because the teachers have the same students all day," claimed Edwards. When teachers experience burn-out, the teacher's attitude reflects on the self-esteem of the students. The student's grades begin to drop and absenteeism begins to be a problem. According to the interviewee, the program is too costly to hire more teachers. The program might not be funded for the school year 1991-1992.

According to a personal interview with Jackson (1990), a principal in a neighboring county, disciplinarian procedures have been inconsistent for several years in the comprehensive high school setting. The principal reviewed the literature on the ISS Program and presented the discipline program to the faculty. The principal stated that "the faculty unanimously accepted the idea of implementing the program at the high school. The program began in the fall of 1989 and is still in effect. According to Jackson, the ISS Program has been successful in reducing absenteeism and disruptive behavior in the classrooms. The principal also stated that during the

first nine weeks of the 1990-91 school year, previous students returning to ISS had decreased considerably. "It seems that the students hate to go, so therefore, they behave," stated Jackson.

An ISS Program has also been implemented at a rural high school in South Carolina, according to the assistant principal (Fields, 1990). During the telephone interview, Fields stated that,

> the program was implemented in the fall of 1990 because out-of-school suspension was increasing; therefore, students began having failing grades because of absenteeism.

When the high school students turned 16, the students began dropping out. According to Fields, "something dramatic had to be done." Over the summer of 1990, the faculty and staff researched the ISS program and began implementation procedures. Fields reported that the program has had a positive effect on absenteeism, but there are still students dropping out. According to Fields, "some kids need to be ironed out."

When selecting a discipline method in the 1990's, one must realize the importance of looking beyond the obvious to determine the underlying cause of behavior. Once identified and treated through caring methods, desired change can be achieved, but, more importantly,

a child's life can be redirected to attain a promising future. Is that not what school is all about?

The alternative methods researched were values clarification, assertive discipline, corporal punishment, out-of-school suspension, and expulsion. Values clarification can be beneficial in individual classrooms. To be successful in the classroom, values clarification should be used consistently. The author felt that a workshop or an in-service on the technique would be beneficial to the individual teacher, but values clarification is not the best disciplinarian technique to use for the major part of the discipline program for the targeted high school.

Another technique researched was assertive discipline. Along with values clarification, assertive discipline can be incorporated in the individual classroom, but would not benefit the target high school as the major discipline program. According to the research conducted, corporal punishment has certain negative effects on the students. When corporal punishment is enforced, students may experience withdrawal, anger, resentment, embarrassment, and rebellion. The author did not feel that corporal punishment in any shape or form would prove to be

beneficial to the student population of the targeted high school. Out-of-school suspension and expulsion are two disciplinarian techniques already practiced at the target high school. With the new discipline technique, out-of-school suspension and expulsion would be used only if the inappropriate behavior warranted more than the new discipline technique procedures. Financial factors made using an alternative school impossible. After conducting the research, the author felt that an ISS program would be the most beneficial disciplinarian program to implement.

The author had conducted research on several disciplinarian alternatives. The ISS Program provided a disciplinary and educational environment that the targeted high school could benefit from. According to the research, if an ISS program is implemented, out-of-school suspension and absenteeism can be reduced. If students continue to attend school, the students' grades may improve, therefore, student self-esteem may increase. Implementation of an ISS program appeared to be imperative for the targeted high school.

CHAPTER III

Method

The development and implementation of an effective school discipline program required the author to examine discipline from a total school perspective. Key questions that the author needed to address in examining the school climate were as follows:

* Was the school staff committed to a strict school discipline program?
* Was the school's discipline policies and procedures clear to the staff and students?
* Were detrimental attitudes avoided?
* Were disciplinarian policies and procedures handled consistently?
* Were discipline planning and supervision procedures established?

Duties that many teachers considered peripheral were critical in establishing good control and order in the school. Expectations, rules, procedures, and policies must be communicated clearly to all parties involved in the implementation process.

According to Rose (1988), the important key to an effective school discipline program is shared values

among students, teachers, administrators, and parents. The group of people must share what is believed to be acceptable and appropriate behavior in a particular school.

Pre-Implementation Schedule

The author presented the proposal (Appendix D:75) for an ISS Program to the target high school's faculty. The author asked for volunteers to serve on an advisory committee to aid in making any needed corrections or additions to the proposal. The faculty demonstrated a concern regarding the present discipline program. Several faculty members, more than necessary, volunteered to serve on the advisory committee. The author informed the faculty that the proposal would be presented to the county school board.

The author meet with the advisory committee and shared the information of the previous student surveys (Appendix A:64 and B:69). The author had to choose the committee which consisted of two teachers, the guidance counselor, the author, and the principal. The author discussed alternatives to ISS and research conducted. The author discussed why ISS was chosen to be the target school's major discipline program. The advisory

committee had one week to review and study the proposal.

The author and advisory committee met and discussed changes to the proposal. The faculty felt that no changes were necessary at that time. The author and advisory committee reviewed necessary forms needed to implement the ISS program. During the week, the advisory committee had an opportunity to make corrections or changes. The changes suggested were grammatical. The author made the changes and called another meeting to review forms again.

The author met with the advisory committee to explain the author's role and how referrals to the ISS program would take place. At the meeting, the advisory committee made suggestions. The major suggestion that a member made was that the author should not do all the paperwork. The final proposal was reviewed again before the presentation was made to the board.

The author presented the proposal for the ISS Program to the superintendent and the school board (Appendix D:75). The school board members had an opportunity to review the proposal with the author. The board offered no feedback at the time. (Note:

Prior approval of the ISS program was received from the superintendent.) The superintendent suggested to the school board that the ISS program be adopted for the target high school on a trial basis for only the last 10 week period of the school year.

The author met with the advisory committee to make any additional adjustments and/or corrections in the proposed ISS program. No changes were made at that time. Also during the week, the author submitted to the high school principal a list of proposed places for the ISS program to be housed. The principal decided to use an old band room location for ISS. The band room had enough room for the necessary equipment, windows, and restrooms. The author discussed the ISS program in further detail with the target high school faculty. The referral procedure was discussed in length. Each faculty member received a copy of the proposal and appropriate forms. During the week, the author assisted the principal in selecting personnel for the ISS program. The individual was a certified teacher.

Advisement groups were held during one instructional period. The advisor explained the ISS program and the purpose of the program. The students

received a copy of the rules and regulations. The students also received a list of offenses that would be used to determine who would be sent to ISS. During the week, the ISS instructor viewed a teleconference on the ISS Program in the state of Georgia and other states.

The following week was spring holidays for students and teachers. The author used the time to set up the chosen place for the program. The location needed desks, cubicles, computers, teacher's desk, dictionaries, filing cabinets, and work bins. The author used the week to review disciplinarian reports (Appendix E:85) to assign students to the ISS Program. No changes were needed at the time.

Implementation Schedule

The ISS Program was implemented at the beginning of April and operated until the end of school. All discipline referrals (Appendix E:85) were handled by the author in which the consequences for inappropriate behavior were administered by the recommended discipline procedures (Appendix F:87).

Once referral of a student to the ISS Program was made, the author notified the student and parent of the placement in ISS, the reason for placement, and the

amount of time to be spent in ISS (Appendix G:89). The author notified the ISS monitor in advance of the placement of a student for the availability of space. The author then notified the student's regular teachers in writing of the student's placement and the number of days assigned to ISS (Appendix H:91). Each teacher was responsible for getting assignments to the office no later than 8:15 a.m. on the designated day (Appendix I:93). The ISS monitor picked up all assignments in the office and distributed them to each student's assigned box. ISS began at 8:20 a.m. The monitor read aloud the rules of ISS (Appendix D:75) while the students read along silently. The rules were posted in the student's cubicle. Students who broke the rules in ISS would be notified in writing by the monitor (Appendix J:95). The monitor also notified the student's regular teachers of additional days to ISS for breaking the rules (Appendix K:97). The monitor made the ISS students aware that the students may use the restroom three times during the day. The monitor kept a record of the student's restroom visits (Appendix L:99]).

The monitor distributed the student information sheet (Appendix M:101) for the students to complete. [At a later date, the counselor met with the students on an individual and group basis for further input into the ISS Program, as well as to help the student with individual problems. At that conference time, students completed an evaluation on the ISS Program (Appendix N:104)] While the students completed the information sheet, the monitor took attendance and notified the office who was present and absent. The monitor took lunch orders, collected the money, and notified the lunchroom of the ISS lunch order.

After students completed the information sheet, the students held up a hand and the monitor collected the sheet and gave the student the daily assignments. The student continued to work on assignments all day. At the completion of each assignment, the student notified the monitor by raising a hand. The monitor checked the work for completion of the assignment. At noon, the students took a lunch break. Lunch was brought to the students from the high school lunchroom. The student ate in the assigned cubicle.

At the end of the day, the monitor checked each student's assignment sheet for completion and notified the student of any remaining days. At the end of each day, the monitor returned the student's assignments to the teacher's mailboxes, so that credit could be given for work completed while in ISS.

The monitor kept a daily ISS report (Appendix O:106) to assist the author in accumulating referrals to the program. The report also provided pertinent information to the ISS Program that was used by the principal and author in evaluating the ISS Program.

The daily process continued during the entire 10 week implementation period. At the sixth week interval, an evaluation took place to recognize problems that needed to be corrected. At the six weeks evaluation, the principal, monitor, counselor, and author met to discuss the ISS Program and to determine if the program objectives were being met. During the evaluation process, a teacher survey was completed to determine if the referral and assignment procedures were adequate (Appendix P:116). The results of the teacher survey were favorable by 80 percent. The teachers' comments on the survey indicated that ISS was

an effective deterrent for inappropriate school behavior. Students indicated to the teachers that the students disliked the isolation from peers; so therefore, the lack of socialization with friends contributed to the effectiveness of the ISS program. The teachers felt that the consistency in which the disciplinary actions were taken had a positive effect on the overall school climate. Students were aware of the consequences for inappropriate behavior before any offense occurred. The survey indicated that no changes needed to be made. The referral and assignment procedures were considered adequate.

During the last week of school, the post evaluation was administered. The post evaluations included Appendices A:62, B:67, C:71, and M:99. Post planning week for the target high school was used to discuss with the faculty the success or failure of the ISS program. During the post implementation week, suggestions were made for the next school year and success or failure of the program was determined. Also, during the week, the decision was made that the ISS Program would be used for the next school year.

CHAPTER IV

Results

The author of the ISS program used different evaluation techniques to determine the success or failure of the disciplinarian program. The different methods that were used were recorded in permanent files, daily attendance records, a post student opinion inventory (Appendix A:64), post student self-rating scale (Appendix B:69), a progress report (Appendix C:73), and an ISS student evaluation (Appendix M:101).

An important evaluation method of the ISS Program was keeping an accurate record of students' disruptive behavior. Before the implementation period, the author had been responsible for recording all students disruptive behavior. The author recorded the infraction, date, and disciplinarian action that was taken in each individual's permanent record.

During the implementation period, the author was responsible for keeping a record of a student's behavior. When a student was assigned to the ISS

Program, the author recorded the date and infraction in the student's permanent file. After the 10 week period, the author reviewed permanent files of students assigned to the program to determine if the student's disruptive behavior had decreased since the implementation of the ISS Program. Among the target population, disruptive behavior decreased by 46 percent during the ISS implementation period. Sixteen students were placed in ISS for disruptive behavior and 10 students for fighting. Out of the combined 26 students, four students were repeat offenders during the ISS implementation period. Prior to the implementation period, those 26 students were referred for discipline for fighting or disruptive behavior 117 times, based on the three previous nine week periods of the present school year. The anticipated goal for the first objective was the reduction in disruptive behavior by 50 percent; however, the decrease was only 46 percent. Although objective one was four percentage points below the goal, the author felt that the ISS program had a significant effect on discipline at the targeted high school (Appendix O:106).

One of the target high school's problems was attendance. By implementing the ISS Program, the

author intended to increase attendance, since out-of-school suspension was not readily used. The target high school's secretary was responsible for keeping daily attendance records. During the implementation period, the secretary continued to keep daily attendance records. At the end of the 10 weeks, the secretary recorded in cumulative folders the attendance of the students assigned to the ISS program. The author was responsible for obtaining the results of whether or not attendance improved. The author compared the students' attendance before and after the ISS program. Out of the 84 students assigned to ISS, 21 had been suspended out of school for a total of 79 days prior to the implementation of ISS. During the implementation period, one student was suspended out of school for 10 days for having an illegal substance on school grounds. Five students withdrew from school because the students did not want to attend ISS. The students wanted out of school suspension instead. Students were not given a choice between ISS or out of school suspension. The students were made aware that when the student did return to school the student would be required to serve the ISS time. Prior to the implementation of ISS, the target group's attendance

for the previous 10 week period was 53 percent. After the implementation period of the program, the target group attendance was 93 percent. Students who were assigned to ISS would have missed a total of 226 days under the past system of out of school suspension. The goal of the second objective was to improve student attendance by 85 percent. Objective two was accomplished (Appendix O:106).

After 10 weeks of implementing the ISS program, the students that completed the student opinion survey (Appendix A:64) were asked to complete the survey again. Before exams began, the author arranged for the students to report to the school's cafeteria for 30 minutes during first period. The students were instructed to answer the survey honestly. The author informed the students that the survey was not a test, and a grade was not given. The author was responsible for tallying the results. Out of the 100 student surveys given, 93 were completed and returned to the author. Seventeen of the surveys were completed by students who had served one or more days in the ISS program. Results of the student opinion survey indicated that the student morale increased by 70 percent (Appendix A:64), thus meeting the author's goal

of 70 percent. According to the counselor's input and feedback, the ISS program increased the climate of the overall educational and social setting in the positive direction for the targeted high school. Due to the positive increase of morale among the students, the author felt objective three was met.

Another evaluation technique that was used was the student self-rating scale (Appendix B:69). The students that completed the scale before were asked to do so again. The procedure used to gain the information was used again. The students were asked to join the author in the school's cafeteria during second period for 30 minutes the day before final exams began. The students were informed that the scale was not a test, and a grade was not given. The author was responsible for tallying the results. The author distributed 100 student self-rating scales. Out of the 100, 93 were returned. Seventeen of the scales were completed by students who had been assigned to ISS for one or more days.

The results of the students self-rating scale (Appendix B:69) did not indicate any significant changes; however, conferences with the targeted high school counselor indicated that more individual

counseling sessions with students would benefit the students assigned to ISS. The counselor felt that more than discipline programs, school attendance, and grades have an affect on an individual's self-worth. The counselor suggested that over a longer period of time significant changes could occur with more individualized and group counseling sessions with the population of the targeted high school. The ISS program could benefit the "problem student" by being readily identified; therefore, more assistance could be given to those students. Due to these facts, the author felt that part one of objective four had not been successfully met by increasing self-esteem by 50 percent. The author's goal was to increase self-esteem by 70 percent.

After the 10 weeks of implementation, teachers were responsible for completing a progress report (Appendix C:73) on each student that had been assigned to the ISS program. The report was completed during post-planning. The author was responsible for collecting the progress reports and determining the results.

Students placed in ISS had an overall 1.1 grade point average the previous grading period. After the

implementation of ISS, the target group's overall grades improved by 52 percent, thus meeting the goal of part two of objective four of 50 percent. The overall grade point average was 2.4. Teachers and grade summaries indicated that the students were able to complete work in which the students were behind. Having a teacher in ISS to help tutor students in problem areas contributed to grade gains. If the students had been suspended out of school, the students would have received zeros in work and not allowed to make up work on tests during out of school suspension. The second part of objective four was met by an overall improvement of grades of by students assigned to ISS; so therefore, the ISS program was considered successful. After the results were comprised, the author mailed the progress reports to the parents.

During the 10 weeks of implementation, another evaluation tool was used to determine success or failure of the ISS program. The students assigned to the program completed a student evaluation of the program (Appendix N:104). The student evaluation was completed during the last day of school during the student's lunch period. The student evaluation determined whether or not the students felt that the

program was beneficial to the success of school performance. The results of the student evaluation indicated that 76 percent of the 79 students who completed the student evaluation (Appendix N:104) were in favor of the ISS program. After calculating the results of the evaluation, the author felt that the program was beneficial to the students. The author's goal for determining success or failure of the ISS program was set at 70 percent in favor of the program, therefore, the goal was met.

The different evaluation methods (Appendix O:118) were chosen because of the importance of student input. Students, teachers, and school personnel were all affected by the success of the ISS program. The feedback from the teachers favored the implementation of the program for the next school year. During the next school board meeting, the superintendent recommended that the program be funded for the next school year. The board voted for the funding of the ISS program.

Chapter V

Recommendations

After the successful implementation of the project, the author assisted in the development of ISS Programs in the county's middle school, elementary school, and at a nearby private school. During the implementation period of the target high school's ISS Program, the administration of the other schools had the opportunity to view the program in an actual setting. The author gave the administrators an orientation of the program during staff meetings, with the superintendent, over a period of several weeks. During the summer months, the author assisted the administrators in selecting an appropriate setting and personnel to be the ISS instructor. The other administrators had the opportunity to evaluate the forms that were used and any statistics and/or results of the high school program.

During post-planning, the author had the opportunity to explain the ISS Program to the other schools' faculty members and made the faculty members aware of the referral procedures. The author assisted

each assistant principal in implementing individual programs for the beginning of the school year 1991-92. Due to the author's new role as principal of the county's middle school, the author will implement the ISS program in the middle school for the next school year. The middle school program was also approved for funding at a current board meeting.

In the private school setting, the administration still used corporal punishment, but the principal had expressed a desire to learn more about an ISS Program. The author explained all pertinent information concerning ISS to the principal, as well as statistics, and results of the county's public school's disciplinarian program. The principal displayed a genuine desire to implement the ISS Program. The author assisted in doing so.

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Annotated Bibliography

Assertive Discipline

Canter, Lee. "Let the Educator Beware: A Response to Curwin and Mendler," Educational Leadership, Volume 46, Number 6, October 1988, pp. 71-73.

Canter has done extensive research into the traits of teachers known to have good control in the classrooms. The research led to the formulation and testing of a control system called Assertive Discipline. Canter suggested that teachers fall into one of three categories: assertive, nonassertive and hostile. Clearly there is only one reasonable choice; One must be assertive or one is not effective.

Gartrell, Dan. "Child Development Programs for Disruptive Children." Unpublished Dissertation, Bemidji University, 1981, p. 21.

The author of the dissertation stated that assertive discipline is an ineffective method of discipline. The author felt that assertive discipline is not only harmful but also distracting. When assertive discipline is used in the classroom, the student is singled out and reprimanded in front of peers. The author stated that assertive discipline might rectify the inappropriate behavior, but the long-term effects of assertive discipline might affect a student's positive learning attitude.

Mitchell, K. H., G. Benton, and G. E. Richardson. Attitudes Toward Assertive Discipline. Mid-South Educational Research Association Annual Meeting. November 7-10, 1980.

The paper was based upon (authors of Assertive Discipline: A Take-Charge Approach for Today's Educator) Canter's definition of assertive behavior: "a systematic approach to behavior modification which enables teachers to set firm, consistent limits for students while remaining cognizant of needs for warmth and support" (page 8).

Assertive discipline is essentially a set of "ground rules" that a teacher develops to help maintain order in the classroom. When implemented, the students know what is expected and what the direct consequences will be if the students deviate from the rules. The teacher is given more freedom to control students and enforce respect for authority. Control can be accomplished through praise for good behavior as well as punishment for bad behavior. According to the article, a student needs to receive recognition for accomplishments, as well as swift and unswerving punishment for disruptive behavior. Consistency is imperative. There can be no exceptions to the rules once established because inconsistency will cause confusion.

Render, G. F., J. M. Padilla, and H. M. Krank. What Research Really Shows About Assertive Discipline. Educational Leadership, Volume 46, Number 6, March 1989, pp. 72-75.

Canter and Barrett's claims on assertive discipline were not supported by the authors or available documents. The authors do offer some valid points on discipline for severe misbehavior problems in a 1983 report. "However, no evidence was found to support that Assertive Discipline is an effective approach deserving school-wide or district-wide adoption" (page 74). This report balks at the idea that teachers need not know why discipline measures work. In shaping the mind of a youth, teachers want to know the ramifications of a program before implementation. The teachers do not want to endorse the program because another teacher says so.

King, D. A., A. R. Lorys-Vernon, and R. Barton. Using Assertive Discipline. Annual Convention of the National Association of School Psychologists presentation paper, March 4-8, 1987, New Orleans, Louisiana, p. 20.

Corporal punishment, token economy, time-out, and positive reinforcement are briefly examined as alternatives to using assertive discipline. Facts concluded that assertive discipline can incorporate the alternative discipline actions into the program if the

structure is not sacrificed. Fifty-two teachers at Morgan County Primary School were selected to examine assertive discipline.

In-School Suspension

Corbett, A. H. Is Your ISS Program Meeting Its Goals? Take A Closer Look. NASSP Bulletin, November 1981, pps. 50-63.

The article stated that communication and involvement are the key elements that will cement the success of an ISS (In-School Suspension) Program. Details of who, what, when, where, and why of the program needs to be discussed by both participants (parents, community and system administration) to avoid any confusion or misunderstanding. In addition, specific goals and guidelines must be established to obtain optimum results with little deviation.

Dorrell, L. D. and E. Katcher. Allowing Continuous Instruction in the Suspension Program. NASSP Bulletin, January 1984, p. 123.

The article reflected that both parents and teachers want a more disciplined environment for the students. An in-school program designed to isolate and educate the troublesome student gives the administration the flexibility to address the discipline program in an effective way. Complete removal of the student from all class, co-curricular, and lunch time activities is imposed as a means of discipline. Such measures given to students whose infraction is "too serious to warrant after-school detention hours, yet are not serious enough to require suspension out-of-school.

Fischel, F. J. In-School Suspension Programs--Questions To Consider. NASSP Bulletin, November 1986, pp. 100-102.

The article stated that discipline is what makes a school curriculum great. Without discipline education and order deteriorate. Out of the many punishment

alternatives to correct deviant behavior such as corporal punishment, detention hours, restrictions from co-curriculum activities, bus transportation, and expulsion, in-school suspension (ISS) is preferred. An ISS program provides a positive resolution to student problems through a structured environment. Fischel recommended that an instructor of an ISS program have cross-certification in the areas of behavior disorders and learning disabilities in addition to regular classroom capabilities.

Jones, R. R. "Sorry Partner, But Your Suspension Is Here At School". Principal, May 1983, pp. 42-43.

The article gave a point-of-view from a practicing vice-principal who needed to develop a program to discipline misbehavior and not send students home to an empty house or to loiter in the community. The school, Mirage Elementary School, established a study center to focus and correct infractions operating on a point system (points increased with the severity of the infraction). Ten points equals one day in the study center. At that point, the student completes work that would normally be done in the regular classes. In addition, isolation from regular school activities (ie. recess, linch, breaks) and strict behavior codes are enforced. The study center is built around the idea that discipline is a learned response and that response means work. "Discipline is effective when it teaches appropriate behavior and prevents a second detention" (page 42).

Mendez, R. and S. G. Sanders. An Examination of In-School Suspension: Panacea or Pandora's Box? NASSP Bulletin, January 1981, pp. 65-69.

The article stated that in-school suspension programs were established to provide a situation where students could be disciplined within the educational environment. Close examination of in-school suspension programs may reveal that the effectiveness has not been as complete as expected or claimed. Basically, the problem lies in the meaning of effectiveness and the criteria used to determine such effectiveness. Essentially, the findings were grim, and Mendez and

Sanders stated that 50 percent of the positive alternatives to school suspension students were prone to recidivism, due to the student's lower reading skills, distrust of authority, isolationist behavior, and evident delinquent behavior.

Patterson, F. In-School Suspension--Making It A Place To Grow. NASSP Bulletin, February 1985, pp. 86-88.

The article described what Liberty High School did in 1974 to determine that a paradox existed when using expulsion or out-of-school suspension as a means of punishment for a student's disruptive behavior or unexcused absenteeism. The answer is in-school suspension and a Saturday School Program. A child needs attention not rejection.

Rose, T. L. Current Disciplinary Practices in American Public Schools. University of South Carolina, 1988.

The paper explored possible answers to the question, "What procedures or set of procedures constitute effective discipline?" Suggested approaches are listed below in order of preference which can be viewed as less to more intrusive discipline practices.

Reinforcement is used to increase or maintain positive behavior. Tokens are exchangeable reinforcers. Time-out removed the student from the classroom as a direct result of misbehavior. Assertive discipline is a classroom management system that advocates the teacher's total control over the students with disregard to the student's needs. Values clarification is basically a counseling technique to help the student ask challenging self-help questions. Life space interviews help the students face the reality of the surroundings. In-school suspension is a positive alternative to out-of-school suspension which only exacerbated troublesome behavior through exclusion and indifference. Out-of-school suspension is total disassociation of the school with a troublesome youth. Exclusion is isolation of a problem child and does not offer any helpful aspects. Detention, after/Saturday school, conferences, or behavior charts are used to

address extreme behavior when less restrictive discipline measures have failed.

Rudolph, D. New Steps Toward Improved Discipline. NASSP Bulletin, December 1984, pp. 117-118.

The article described "The Positive Disciplinary Pilot Project at Perryville High School" in Cecil County, Maryland during 1982-83. The article addresses disruptive behavior through a comprehensive in-school suspension program involving the student, principal, assistant principal, parents, guidance counselors, and teachers. Essentially, problem students are categorized as being "actively disruptive" or having the "potential to be disruptive."

Weiss, K. In-School Suspension--Time to Work, Not Socialize. NASSP Bulletin, September 1983, pp. 132-133.

The article stated that the ISS program has been likened to "The Brig" by students because of the severity of the restrictive measures while sitting for four-and-a-half hours without socializing with friends. At Harborfields High School in Greenlawn, New York, truancy, skipping class and other non-threatening classroom behavior (ie. profanity and drug use) needed to be curbed. The solution was punishment that would not be viewed as a "vacation" from regular classwork. Essentially, the student began to realize that the excitement of the troublesome behavior was not worth the unpleasant repercussions. Recognition was achieved through a program founded on expert staffing and reasonableness. Understanding combined with professional knowledge of a variety of subject areas, including counseling, was an essential component when selecting an in-school suspension supervisor. An effective "executioner" produced efficient and productive results.

Out-of-School Suspension

Comerford, D. J. and M. G. Jacobson. Suspension--"Capital Punishment for Misdemeanors." American Educational Research Association Presentation Paper, April 1987, p. 20.

Four predominantly white, middle class, suburban junior high schools were studied regarding discipline measures. All used suspension to address misbehavior, but none were found to be very effective. The demographics of a suspended child are as follows: more boys than girls and lower income children were more likely to be suspended as opposed to children from incomes of $20,000 or higher. Alternatives to suspension:

> "school within-a-school (in-school suspension), short-term suspension rooms, adjustment transfer to another school, referral to a vocational counselor, home visits, adoption by a teacher (one-on-one counseling), overnight suspension (suspension from night and day school activities), buddy system (pairing of a "normal" with a "troublesome" student), and withdrawal of privileges (page 20)

were supported by all schools. Preferably, most looked at in-school suspension as a viable alternative which offered clearly defined rules, continued education, and counseling. Some schools offered rewards for good participants like going on field trips, listening to guest speakers, and seeing movies on pertinent subjects thus attaining the goal of remediating basic skills, increasing positive self-image, and changing disruptive behavior.

DiSciullo, M. In-School Suspension: An Alternative to Unsupervised Out-of-School Suspension. The Clearing House, Volume 57, Number 7, March 1984, pp. 328-330.

The author examines a "proactive as well as a reactive alternative" to the out-of-school suspension program. The proactive alternative reinforces

involvement at all levels of the school through homeroom programs, morning announcements about student achievements, special events, counseling activities, and small group sessions. The reactive alternative corrects deviant behavior through a regimented in-school program which operates on three basic principles: "isolate the disruptive student from the non-disruptive student, instruct the disruptive students, and counsel the disruptive student" (page 329). The program advocates structure and discipline as a means of guiding the student back to acceptable and productive behavior.

Grice, M. Positive Alternatives to School Suspension (P.A.S.S.), 1985-86. Evaluation Report on Portland Public Schools Research and Evaluation Department, Portland Public Schools, Portland, Oregon, pp. 1-19.

The report stated that to meet the needs of inappropriate student behavior, positive alternatives to school suspension (P.A.S.S.) was developed in 1980 and introduced again in 1985 for three selected Portland schools. What makes the program is the intensified communication among the student, school staff, parents, and the community. Consequently, the program is well received by the students for its "sensitivity and fairness." Like other P.A.S.S. programs, discipline combined with isolation, counseling, and tutoring are the basic elements of the structure.

Jesness, C. F. The Jesness Inventory Manual. Palo Alto, California: Consulting Press, Inc., 1981.

The Jesness Inventory Manual consisted of a study conducted to examine the personality characteristics of students who had been assigned to suspension programs. According to the study, students who were assigned to suspension programs exhibited personality traits that were considered to be disturbing or as potentially delinquent. The study also revealed that the students who were assigned to the suspension program had significantly lower reading levels than peers.

Corporal Punishment

Clark, S. "Corporal Punishment is Out," Principal, May 1981, pp. 50-63.

The author suggested that the elimination of all forms of corporal punishment in educational settings must occur immediately. Not only does corporal punishment violate key democratic principles, but also thwarts the increasing professionalization of teaching. According to Clark, research findings indicated that corporal punishment: (1) only temporarily suppresses undesired behavior; (2) is ineffective in promoting new learning; (3) arouses student's aggressions; and (4) implies to children that violence is an acceptable way to solve problems.

Dubanoski, R. A., M. Inaba, and K. Gerkewicz. "Corporal Punishment in Schools: Myths, Problems and Alternatives." Presentation paper given at the Fourth International Congress on Child Abuse and Neglect. Paris, France, September, 1982, pp. 1-25.

The paper presents common myths regarding corporal punishment, potential problems from use of corporal punishment, and positive alternatives to corporal punishment. The major implications of the paper was that corporal punishment used in the classroom is a form of institutional child abuse. The use of disciplinary method hurts physically and emotionally. The authors of the paper felt that as advocates for children, teachers must work to abolish the use of corporal punishment.

Edmondson, J. "Child Abuse: Yes It Is In Your Community." Unpublished Dissertation. Georgia State University, 1984.

One of the main issues in the article was the relationship between corporal punishment and child abuse. The dissertation explains corporal punishment's controversial association with child abuse. Although several studies indicate a link between corporal punishment with low academic achievement, low

self-esteem, and abusive home situations, some educators claim the practice is needed to maintain an orderly learning environment.

Howe, B. "Alternatives to Corporal Punishment." Report: Fort Wayne Community Schools, April 1989, pp. 21-30.

Consistent school discipline was a major issue in the Fort Wayne Community. The people felt that the school discipline maintenance was a total community responsibility. The report stated that school officials or anyone representing the school were not permitted to administer corporal punishment.

Hyman, I. A. and W. Zelikoff. "Psychological Abuse in the Schools: An Overview." Presentation of paper given at the annual meeting of the National Association of School Psychologists, New Orleans, Louisiana, March 1987, pp. 1-22.

The paper presented focused on post-traumatic stress disorders (PTSD) in children. The authors states that although corporal punishment may be common and acceptable, acutely corporally punished children exhibit PTSD. Several United States regions were studied in regards to the use of corporal punishment.

One region that was studied was the Appalachian area of the United States. The interviews revealed that some symptoms of the students that had been disciplined by corporal punishment in the area were avoidance of school, loss of enthusiasm for school, nightmares, crying, and aggressive behavior.

Ingraham vs. Wright. 97 S. Ct. 1401-1406, Citing 525 F. 2d., 909, 917 (1976).

A court document in which the Supreme Court Justices upheld the use of corporal punishment in public schools in 1976. The Justices declared that corporal punishment has been used effectively in deterring misconduct in the classroom.

Pross, Margaret N. "To Paddle or Not to Paddle," Learning, Volume 17, Number 3, October 1988, pp. 42-49.

The article stated that most of the 550 educators were polled were opposed to corporal punishment. The opponents considered corporal punishment as an abusive form of disciplinary method. Supporters of corporal punishment believed the method works and was used out of frustration when other methods of discipline failed. The article contained comments from teachers and students regarding the use of corporal punishment in schools.

Values Clarification

Dalton, J. C., and M. A. Healy. "Using Values Education Activities to Confront Student Conduct Issues. Fall 1984. NASPA V22 N2, pp. 19-25.

Dalton and Healy surveyed 623 different high school student affairs personnel. The authors were examining the use of values education in the area of student behavior. The findings displayed interests of the personnel to be in student conduct issued which were regarded as definite matters of educational intervention. Values clarification and human relations activities were used to address these items.

Havens, R., and K. Morrison. "Values Counseling: A Clarifying Process," October 1982. Counseling and Values, V27 N1, pp. 36-39.

The article proposes that an emphasis should be placed on values counseling in relation to student behavioral issues. The article suggested that values clarification should play a major role in this approach. The authors encourage counselors in all school settings to incorporate values clarification into the counseling process.

Marotz, B. "Alternatives to Behavioral Classroom Management." Paper presented at the Annual International Convention of The Council for Exceptional Children. April 1983, pp. 1-9.

The paper presented suggested that the approach of values clarification be emphasized in the special education classrooms as the management of behavior problems. The author described values clarification as a preventive approach that emphasizes the student's role in managing the behaviors displayed. The approach takes the stand that students misbehave because there is a lack of stated values and that the students possess mistaken social goals. The paper suggested that teachers must use strategies appropriate to proper goal development in crisis and preventive behavioral situations. The appropriate use of values clarification could encourage the student not to have feelings of inadequacy or the need for excessive attention.

Martin, R. P. "Values Clarification: State of the Art." July 1982, Counseling and Values, V26, N4, pp. 220-274.

In eight different articles, the author addresses all aspects of values clarification. The history, controversial issues, and the future of the approach were discussed. In the articles, the application of values clarification in five different areas were reviewed. The areas were career counseling, school counseling, counseling the culturally different, civil liberties, and counselor training.

Vann, A. S. Lecture on James H. Boyd Elementary School's Discipline Program, Georgia State University, 1980.

The article supported the use of values clarification when dealing with potentially delinquent students. The author stated that with the practical application of the values clarification techniques, the students' would have a better understanding of the individual and the community. The author supported the application of values clarification in conjunction with

other disciplinarian procedures when confronted with misconduct of students in the classroom.

Appendices

Appendix A:

Student Opinion Inventory

Appendix A

Student Opinion Inventory

****
*
* The purpose of this questionnaire is to assist *
* your school administrators in learning more about its *
* discipline program. Your opinions and attitutudes are *
* of vital importance in helping your school *
* administrators learn more about the discipline program. *
* This is not a test. There are no right or wrong *
* answers. The answers you will give will be completely *
* confidential. Do not sign your name or identify *
* yourself in any way. *
*
****

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected.

If you had a discipline problem or suggestion for the administration, how long would you have to wait to talk to a member of the administration?

A. I could talk to the administration immediately.
B. I could talk to the administration within the day.
C. I could talk to the administration within a week.
D. I could talk to the administration within a month.
E. I couldn't talk to the administration at all.

2. In general, are you satisfied with the way you are treated by your school administrator when you have a discipline problem?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

3. Are you satisfied with the way the administration includes the students in making decisions about disciplinarian rules and procedures?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

4. Does the administration talk to you on an individual basis when discussing your discipline problems?

A. Always
B. Usually
C. About half of the time
D. Seldom
E. Never

5. In general, are you satisfied with your school's discipline program?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

6. How satisfied or dissatisfied are you with the consistency by which the administration handles discipline in your school?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

7. When a teacher has a disciplinary problem, what help can the teacher expect from the administration?

   A. Always helpful
   B. Usually helpful
   C. Helpful about half the time
   D. Seldom helpful
   E. Never helpful

8. In general, are you satisfied with the rules in your student handbook?

   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

9. How satisfied are you with how the administration handles disruptive student in class?

   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

10. All things considered, how would you rate your school's discipline program?

   A. Excellent
   B. Good
   C. Adequate
   D. Poor
   E. Very poor

Appendix A Continued
Results of Student Opinion Inventory
Pre-Implementation of an Alternative
Disciplinarian Program

Random Survey of 100 Students
87 Survey Forms Returned

Question Number	Response (a)	(b)	(c)	(d)	(e)
1	3	17	36	27	4
2	7	15	42	29	16
3	4	21	12	28	22
4	2	11	23	42	9
5	8	11	27	38	3
6	1	16	19	43	8
7	6	16	48	14	3
8	11	27	33	11	5
9	4	19	39	16	9
10	3	13	46	17	8

Post-Implementation of an Alternative
Disciplinarian Program

Question Number	Response (a)	(b)	(c)	(d)	(e)
1	21	38	16	11	7
2	37	29	14	9	4
3	21	38	7	11	16
4	29	33	11	3	17
5	24	31	28	6	4
6	19	27	30	14	3
7	18	36	21	7	11
8	16	31	35	7	4
9	17	26	32	10	8
10	23	27	27	13	3

Appendix B:

Student Self-Rating Scale

Appendix B

Student Self-Rating Scale

Here are fifteen characteristics of people. When you are rating yourself, think about yourself as you read each characteristic.

Each scale has numbers from 1-5. The 1 means that you absolutely have none of that quality. The 5 means that you have a lot of it. The 3 means about average. Circle a number somewhere on the line to indicate how much of that characteristic you think you have. Do these rather quickly, marking each scale according to the impression you have when you read the statement. Remember, these characteristics are neither good nor bad. This scale will be kept completely confidential. Please do not write your name on the scale.

	Not at all				Very much so
1. Confident (certain of ability to to succeed)	1	2	3	4	5
2. Dependable (can be relied on them to keep promises)	1	2	3	4	5
3. Goal-Oriented (likes to set goals and work for them)	1	2	3	4	5
4. Like to be in a group	1	2	3	4	5
5. A follower	1	2	3	4	5
6. Independent (self-governing, not subject to control by others)	1	2	3	4	5
7. Intelligent	1	2	3	4	5
8. Insecure (not sure of ability or self)	1	2	3	4	5
9. A leader	1	2	3	4	5
10. A loner (prefers to be alone)	1	2	3	4	5
11. Mature (completed natural growth, uses good judgment)	1	2	3	4	5

12.	Motivated (something inside causes him/her to pursue goals)	1	2	3	4	5
13.	Scatterbrained (needless)	1	2	3	4	5
14.	Sensible (uses good judgment)	1	2	3	4	5
15.	Responsible (manages work)	1	2	3	4	5

Appendix B Continued

Results of
Pre-ISS Student Self-Rating Scale
Random Survey of 100 Students
93 Survey Forms Returned

Question Number	Response (1)	(2)	(3)	(4)	(5)
1	0	3	16	45	29
2	2	4	45	31	11
3	13	31	22	18	9
4	11	10	31	28	13
5	18	23	41	4	7
6	21	26	29	14	3
7	11	33	23	17	9
8	3	9	44	21	16
9	22	31	22	11	7
10	13	8	24	21	27
11	4	7	47	27	8
12	16	13	39	16	9
13	2	6	26	21	38
14	2	7	39	29	16
15	3	8	43	27	12

Post-ISS Student Self-Rating Scale

Question Number	Response (1)	(2)	(3)	(4)	(5)
1	2	5	19	38	27
2	2	6	41	30	12
3	13	28	24	16	10
4	14	11	28	26	12
5	16	20	40	6	9
6	18	24	30	17	2
7	10	29	25	16	11
8	3	11	42	20	15
9	17	28	23	14	9
10	8	10	25	24	24
11	5	9	45	25	7
12	14	10	40	17	10
13	4	6	25	20	36
14	2	9	35	30	15
15	2	10	39	26	14

Appendix C:

Progress Report

Appendix C

Progress Report

PROGRESS REPORT

STUDENT NAME _____

Teacher _____ Subject _____ Period ___

G
R Daily _____
A Quiz _____
D Test _____
E Conduct _____
S

Teacher Comment: _____

Parent Comment: _____

PARENT SIGNATURE: _____

Appendix D:

Proposal to County School Board

Appendix D

Proposal to the County School Board

In-School Suspension Program

Purpose

1. To isolate students assigned to this program from regularly assigned classrooms and activities of the school.

2. To continue progress relative to classroom assignments.

3. To provide individually oriented instruction in essential skills and knowledge areas for which low achievement levels may be contributing to the students adjustment problems.

4. To provide school officials with a positive approach to resolving present behavior problems and preventing future reoccurences.

5. To provide a general deterrent to all behavioral problems.

Objectives

1. Students will show an improvement in their attitudes that will lead to more acceptable in-school behavior.

2. Students will improve their regular school attendance.

3. There will be a reduction in the number of students suspended from school.

4. There will be a continual decrease in the percentage of students who make repeated visits to in-school suspension.

5. There will be a reduction in the violations of school and board policies.

6. Through remediation or enrichment, students will build better self-esteem and knowledge of themselves and the academic areas.

Referral Procedures

1. Referrals to ISS will be made by the principal or assistant principal of the school.

2. The principal or assistant principal will notify the student and parent of the placement of the student in ISS, the reason for the placement, and the amount of time to be spent in ISS.

3. The principal or assistant principal will notify the ISS monitor in advance of the placement of a student in ISS.

4. The principal or assistant principal will notify the students regular teachers in writing of the students placement and the number of days assigned to ISS. Each teacher is responsible for getting assignments to the office for ISS students. Teachers should be specific and complete in their lesson plans. Lesson plans should be in the office prior to 8:15 each day.

5. The school will count the student present each day he/she attends in-school suspension. The ISS monitor will notify the students school of their absence to ISS.

6. The in-school suspension monitor will accept referrals as long as there is adequate space and a twenty-four hour notice of a students placement. Students referral may be postponed until there is available space.

7. The assigned period to in-school suspension is limited to nine days per semester. Students may be suspended out of school for days assigned to ISS that accumulate over the nine day maximum.

Eligibility for the Program

1. Any student which is enrolled in high school, grades 9-12.

2. Special education students are eligible unless their IEP states they should not be assigned to ISS.

Dismissal Procedures

1. The monitor will dismiss the student upon completion of all assignments.

2. The monitor will notify the home school when a student has been dismissed.

3. The monitor and regular teachers must be satisfied with all work completed by the student.

Lunch

Students will be permitted to bring their lunch or order a meal from their home school which will be brought to them at the designated eating time.

Staff

1. Monitor must hold a valid Georgia professional teaching, leadership or service certified at the Bachelor's level or higher.

2. Monitor must complete a minimum of six hour teleconference provided by the Georgia Department of Education.

3. Monitor will be responsible for keeping the necessary records and reporting them to the home schools.

4. Monitor will be responsible for carrying out the rules and policies governing ISS.

In-School Suspension Class Size

The maximum number of students shall be no more than 18 per teacher with no aide at any time.

Curriculum

1. Social isolation of students
2. Continuation of regular academic work
3. Individual/group guidance to enable students to examine their disruptive behavior and the consequences of the behavior
4. Individual counseling by home school counselor.

Instructional Materials

The daily assignments for the student shall be provided by the regular assigned classroom teacher. Additional instructional materials may be needed by the ISS teacher, therefore, each teacher will be required to maintain remedial and enrichment activities for their classes in ISS.

Student Counseling

The home school counselor is designated as being responsible for providing appropriate services to students as indicated by their individual assessments and carrying out the follow up recommendations.

Parental Involvement

The parent or guardian shall be notified when a student is to be placed in in-school suspension, the reason for the action and the expectations from the student and parents.

Rules for Behavior of Student Assigned to In-School Suspension

1. No smoking or use of tobacco.
2. No chewing gum in ISS.
3. Raise your hand if you have a question, otherwise, remain silent.
4. When you finish your assignment, raise your hand and another assignment will be given to you.
5. Do not write on desk.
6. Students who do not attempt to do their assignments will get an additional day(s) in ISS until their assignments are completed.
7. No sleeping. Do not lay your head on the desk.
8. If a students gets sick and has to go home, the next day the student is at school, he/she will have to stay the entire day in ISS.
9. There is no early dismissal from ISS.
10. Bring your books, paper and pen, or pencil to ISS.
11. Students can bring their lunch or can order a school lunch which will be delivered to them.
12. Your teachers will send assignment sheets for the day. All work must be completed.
13. If you complete all assignments for that day, you may complete any unfinished assignments during the remainder of the day. The ISS monitor has the option of assigning additional work if all work is completed.
14. Anyone that is tardy to ISS will be given an extra day(s) in ISS.
15. Passing of notes in ISS will result in an extra day in ISS.

Eligibility for the Program

1. Any student which is enrolled in high school, grades 9-12.

2. Special education students are eligible unless their IEP states they should not be assigned to ISS.

Dismissal Procedures

1. The monitor will dismiss the student upon completion of all assignments.

2. The monitor will notify the home school when a student has been dismissed.

3. The monitor and regular teachers must be satisfied with all work completed by the student.

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The maximum number of students shall be no more than 18 per teacher with no aide at any time.

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1. Social isolation of students
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The daily assignments for the student shall be provided by the regular assigned classroom teacher. Additional instructional materials may be needed by the ISS teacher, therefore, each teacher will be required to maintain remedial and enrichment activities for their classes in ISS.

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The home school counselor is designated as being responsible for providing appropriate services to students as indicated by their individual assessments and carrying out the follow up recommendations.

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The parent or guardian shall be notified when a student is to be placed in in-school suspension, the reason for the action and the expectations from the student and parents.

Rules for Behavior of Student Assigned to In-School Suspension

1. No smoking or use of tobacco.
2. No chewing gum in ISS.
3. Raise your hand if you have a question, otherwise, remain silent.
4. When you finish your assignment, raise your hand and another assignment will be given to you.
5. Do not write on desk.
6. Students who do not attempt to do their assignments will get an additional day(s) in ISS until their assignments are completed.
7. No sleeping. Do not lay your head on the desk.
8. If a students gets sick and has to go home, the next day the student is at school, he/she will have to stay the entire day in ISS.
9. There is no early dismissal from ISS.
10. Bring your books, paper and pen, or pencil to ISS.
11. Students can bring their lunch or can order a school lunch which will be delivered to them.
12. Your teachers will send assignment sheets for the day. All work must be completed.
13. If you complete all assignments for that day, you may complete any unfinished assignments during the remainder of the day. The ISS monitor has the option of assigning additional work if all work is completed.
14. Anyone that is tardy to ISS will be given an extra day(s) in ISS.
15. Passing of notes in ISS will result in an extra day in ISS.

16. Hats and sun glasses are not to be worn in ISS.

17. Students may go to the rest room three times during the day, but not during breaks or class changes.

18. If a student is absent from ISS and is unexcused, then an additional day will be added for each day missed.

19. Student will serve their days in ISS when they are assigned. If you are absent from school, you must serve your time the day you return to school.

Students will be limited to nine days in In-school Suspension per semester. Further referrals will result in out of school suspension for at least three days or a recommendation for expulsion. Days added to students who are in In-school Suspension will accumulate towards their nine days.

Any violations of ISS rules can result in additional days in ISS.

Appendix E:

Discipline Record

Appendix E

Discipline Record
In-School Suspension Report

DISCIPLINE REPORT

Student's Name: _____ Date: _____

Sex: (M) (F) Time: _____ Referred by: _____

School: _____ Grade: ____ Course: _____

Offense: _____

_____

Action Taken: _____

_____

By: _____ _____
Signature (Title) Student's Signature

Appendix F:

Consequences for Inappropriate Behavior and Recommended Discipline Procedures

Appendix F

Consequences for Inappropriate Behavior and Recommended Disciplinary Procedures Grades 9-12

OFFENSE	1st Offense	2nd Offense	3rd Offense
Fighting	3 days ISS	5 days ISS	7 days ISS
Tobacco *	1 day ISS	3 days ISS	5 days ISS
Public Display of Affection	1 day ISS	3 days ISS	5 days ISS
Disruptive Behavior	1 day ISS	3 days ISS	5 days ISS
Excessive Tardies**	30' D-Hall	60' D-Hall	1 day ISS
Skipping School	3 days ISS	5 days ISS	7 days ISS
Cheating***	3 days ISS	5 days ISS	7 days ISS
Profanity/Vulgar Material	1 day ISS	3 days ISS	5 days ISS
Destruction of Property	Discretion of the Administrator		
Illegal Substance	Discretion of the Administrator		
Failure to Serve Detention	1 day ISS		
Theft	Discretion of the Administrator		
Failure to Observe Dress Code	1 day ISS	3 days ISS	5 days ISS
Disorderly Bus Conduct	Discretion of the Administrator		

Failure to Dress for P.E.:
(per 9 weeks)
3 times - 30' D-Hall
6 times - 60' D-Hall
7 times - 1 day ISS
10 times - 3 days ISS
13 times - 5 days ISS

* 4th Offense: Suspension/Expulsion for the Year

** 4th Offense: 3 days
5th Offense: d days

*** Zero will also be given for work.

It is at the discretion of the administrator to take disciplinary action when other rules do not specifically dictate punishment. Options available to the administrator are: detention, corporal punishment, work detail, in-school suspension, short or long term suspension, and possibly expulsion. Action taken will depend on what the offense warrants.

Appendix G:

Letter to Parent

Appendix G

Letter to Parents

In-School Suspension Program

Date:

To the Parents of:

As of this date, your son/daughter has been referred to the county In-School Suspension Program for a period of _____ day(s).

Offense: _____

Days assigned to In-school will be _____. Your child will be eligible to return to his/her regular classes on _____. If all requirements have been met.

Primarily, your child will be in a self-study; however, a teacher will monitor his/her progress. Days in attendance, in the program will not be recorded as absences, and work completed will be graded by your child's regular classroom teachers. If your child is absent during the ISS period, he/she will be required to complete the number of days assigned to the program when he/she returns to school.

While in the program, lunch will be available as it is in the regular school. Students may bring their lunch or eat form the lunchroom.

It is the desire that by taking this action, your son/daughter will be able to correct his/her behavior. Your cooperation and support in this matter are greatly appreciated.

The county school system believes this program is a deterrent towards infractions of school policies. Should you have any questions, feel free to call the high school.

Sincerely,

Ricky Rentz, Asst. Principal

Appendix H:

ISS Assignment Sheet to Teacher

Appendix H

ISS Assignment Sheet to Teacher
ISS Program

Teacher _____

_____ has been assigned to in-school suspension for _____ days. Please give assignments for the following dates: _____

Day #1 _____

Day #2 _____

Day #3 _____

Day #4 _____

Appendix I:

Assignment Sheet From Teacher

Appendix I

ISS Assignment Sheet From Teacher
ISS Program

STUDENT _____ Date in ISS _____

Period	Student's Name	Mon.	Tues.	Wed.	Thurs.	Fri.

Appendix J:

Student Contract

Appendix J

Student Contract
ISS Program

_____ has been given _____ day(s) in ISS for: talking, being tardy, disruptive behavior, failure to do work, failure to complete work, passing notes, failure to follow directions, sleeping, not prepared for ISS, leaving ISS early, unexcused absence.

EXPLANATION:

_____

_____

_____

_____

Dates to be served are: _____

_____ Monitor

_____ Student

Appendix K:

ISS Update

Appendix K

ISS Update for the
ISS Program

ISS UPDATE Teacher: _____

Student: _____ has been

assigned _____ extra days in in-school suspension.

Dates added were: _____

Please send the student's work as soon as possible so that we can continue to meet the success that the ISS Program has given us. Thank you.

_____

_____

_____

_____

_____

Appendix L:

Daily Restroom Schedule

Appendix L

Daily Restroom Schedule
ISS Program

Dates: _____ thru _____

Name of Student	First Break		Second Break		Third Break	
	Out	In	Out	In	Out	In

Appendix M:

ISS Pre-Information Sheet

Appendix M

ISS Pre-Information Sheet

Name _____ Date _____

Address _____

Race _____ Male _____ Female _____ Age _____

Mother's/Guardian's Name _____

Employed by: _____ Phone _____

Father's/Guardian's Name _____

Employed by: _____ Phone _____

Grade _____ Homeroom Teacher _____

What are your favorite subjects? _____

What subjects do you dislike? _____

What do you enjoy most about school? _____

_____

How do you spend your time after school and on weekends? _____

_____

How far do you plan to go in school? _____

What work would you enjoy when you finish school? _____

Of all the things you do in your free time, which do you like the most? _____ Least? _____

What are your hobbies or favorite sports? _____

Do you work after school or in the summer? _____ If yes, list the type of work you do. _____

What clubs, sports do you participate? _____

In general what grades do you make? _____ Do you feel you can make good grades? _____

Do you feel school is important? _____ Why?_____

_____

How do you feel about ISS? _____

_____

What type of teacher do you like? _____

Do you get along well with other students? _____ How could you get along better?_____

If you could describe a really great day at school, what would it be like? _____

Why have you been sent to "In-School Suspension?" _____

_____

List five words that best describe you: (1) _____

(2) _____ (3) _____

(4) _____ (5) _____

What is it about you that makes your friends like you? _____

_____

In a short paragraph tell about anything that interests you or is on your mind. _____

_____

_____

_____

YOUR SCHEDULE

Period	Class	Teacher
1st	_____	_____
2nd	_____	_____
3rd	_____	_____
4th	_____	_____
5th	_____	_____
6th	_____	_____

Appendix N:

ISS Student Evaluation

Appendix N

In-School Suspension Student Evaluation

1. How has in-school suspension benefited you? Please explain.

2. What did you like about in-school suspension?

3. Name some things that you disliked about in-school suspension.

4. Was the instructor helpful? Explain.

5. Has in-school suspension helped you improve your attendance?

6. Was the in-school suspension program handled cosistently?

7. Are there any changes you would like to see made in the in-school suspension to make it more beneficial for students and teachers?

8. Do you think that in-school suspension should be made a regular part of the school's disciplinarian program?

Comments:

Appendix O:

In-School Suspension Report

Appendix O

In-School Suspension Report
ISS Program

Date _____ through _____

1. Cheating
2. Destruction of Property
3. Disorderly Bus Conduct
4. Disrespectful
5. Disruptive Behavior
6. Excessive Tardies
7. Failure to Dress for P.E.
8. Failure to Observe Dress Code
9. Failure to Serve Detention
10. Fighting
11. Illegal Substance
12. Profanity
13. Public Display of Affection
14. Skipping Class
15. Skipping School
16. Theft
17. Tobacco
18. Vulgar Material

Name of Student	Gr	Sex M	Sex F	Dates(s)	Number of Days Assigned	Added	Served	Offense	No.
	9	X		8,9,10	3	1	4	1	1
	9	X		11,12,13	3	0	3	15	2
	9		X	12	1	0	1	8	1
	11	X		1-12	3	0	3	5,15	1
	12	X		11,12,13	3	0	3	15	1
	11		X	11,12,13	3	0	3	1	1
	11		X	12,13,14	3	0	3	1	1
	11		X	12,13,14	3	0	3	15	1
	10	X		12	1	0	1	6	1
	9	X		11,12,13	3	9	12	5	1
	12		X	15, 18	2	1	3	17,13,6	1
	9		X	15	1	0	1	17	1
	12	X		18-22	5	1	2	6,15,WD	1

Appendix O Continued

In-School Suspension Report
ISS Program

Date _____ through _____

1. Cheating
2. Destruction of Property
3. Disorderly Bus Conduct
4. Disrespectful
5. Disruptive Behavior
6. Excessive Tardies
7. Failure to Dress for P.E.
8. Failure to Observe Dress Code
9. Failure to Serve Detention
10. Fighting
11. Illegal Substance
12. Profanity
13. Public Display of Affection
14. Skipping Class
15. Skipping School
16. Theft
17. Tobacco
18. Vulgar Material

Name of Student	Gr	Sex M	Sex F	Dates(s)	Number of Days Assigned	Added	Served	Offense	No.
	9	X		18	1	0	1	5	1
	11	X		18	3	0	3	17	1
	9	X		18-20	1	7	2	17	1
	11	X		18	1	2	3	15,5,WD	1
	12	X		20	3	3	6	5,6	1
	9	X		20-22	3	0	3	10,5	3
	11	X		20-22	1	0	1	10	1
	11	X		20	1	0	1	6	1
	9	X		21	1	0	1	6	1
	9		X	20	1	0	1	5	1
	9	X		26	3	0	3	9	1
	9	X		26-28	3	0	3	15	1
	9		X	26-28	1	0	1	15	1

Appendix O Continued

In-School Suspension Report
ISS Program

Date _____ through _____

1. Cheating
2. Destruction of Property
3. Disorderly Bus Conduct
4. Disrespectful
5. Disruptive Behavior
6. Excessive Tardies
7. Failure to Dress for P.E.
8. Failure to Observe Dress Code
9. Failure to Serve Detention
10. Fighting
11. Illegal Substance
12. Profanity
13. Public Display of Affection
14. Skipping Class
15. Skipping School
16. Theft
17. Tobacco
18. Vulgar Material

Name of Student	Gr	Sex M	Sex F	Dates(s)	Number of Days Assigned	Number of Days Added	Number of Days Served	Offense	No.
	9		X	27	1	0	1	15	1
	11	X		28-4	5	2	7	10	1
	9		X	28-2	3	1	4	17,5	1
	10		X	28-5	5	3	8	17,15	1
	9		X	28-2	3	0	3	17	2
	9		X	28	1	0	1	17	1
	11		X	2-4	3	0	3	10	1
	9		X	2-4	3	0	3	10	1
	9		X	3-5	3	0	3	15	1
	11		X	3-5	3	0	3	15	1
	11		X	3-5	3	0	3	15	1
	11	X		3	1	0	1	6	1
	10	X		3	1	0	1	9	1

Appendix O Continued

In-School Suspension Report
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11. Illegal Substance
12. Profanity
13. Public Display of Affection
14. Skipping Class
15. Skipping School
16. Theft
17. Tobacco
18. Vulgar Material

Name of Student	Gr	Sex M	Sex F	Dates(s)	Number of Days Assigned	Added	Served	Offense	No.
	9	X		4	1	0	1	5	1
	11		X	4,6	3	0	3	1	1
	11		X	4-6	3	0	3	1	1
	12	X		5	1	0	1	5	1
	11		X	6	1	0	1	6	1
	10		X	5	1	0	1	9	1
	9	X		5	1	0	1	17	1
	10	X		6	1	0	1	17	1
	11	X		10-12	3	0	3	1	1
	9	X		10-12	3	0	3	15	1
	9		X	10	1	0	1	5	1
	11	X		10-12	3	0	3	15	2
	9	X		10-12	3	0	3	15	1

Appendix O Continued

In-School Suspension Report
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13. Public Display of Affection
14. Skipping Class
15. Skipping School
16. Theft
17. Tobacco
18. Vulgar Material

Name of Student	Gr	Sex M	Sex F	Dates(s)	Number of Days Assigned	Added	Served	Offense	No.
_____	10	X		10	1	0	1	5	2
_____	9	X		6	1	0	1	17,WD	1
_____	9	X		11-13	3	0	3	15	1
_____	9	X		11-13	3	0	3	1	1
_____	9	X		11-13	3	0	3	1	1
_____	9	X		11-13	3	0	3	1	1
_____	9	X		11-13	3	0	3	1	2
_____	11	X		13	1	0	1	6	2
_____	9	X		16-19	3	1	4	15,5	1
_____	11	X		11	1	0	1	6	2
_____	12	X		11-13	3	0	3	6	2
_____	9	X		16-19	3	0	3	10	1
_____	9	X		16-19	3	0	0	10,WD	1

Appendix O Continued

In-School Suspension Report
ISS Program

Date _____ through _____

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12. Profanity
13. Public Display of Affection
14. Skipping Class
15. Skipping School
16. Theft
17. Tobacco
18. Vulgar Material

Name of Student	Gr	Sex	Dates(s)	Number of Days			Offense	No.
		M F		Assigned	Added	Served		
	12	X	12,13,16	3	0	3	10	1
	10	X	16-19	3	0	3	16	1
	9	X	16-19	3	0	3	10	1
	11	X	16,17,19	3	0	3	10	1
	11	X	12,13,16	3	0	3	5	2
	9	X	11-13	3	0	3	15	1
	11	X	13	1	0	1	6	1
	12	X	16	1	0	1	6	1
	11	X	16	1	0	1	6	3
	9	X	16	1	0	1	6	2
	9	X	16,17,19	3	1	4	15	1
	10	X	17	1	1	2	5	1
	10	X	17	1	0	1	6	1

Appendix O Continued

In-School Suspension Report
ISS Program

Date _____ through _____

1. Cheating
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12. Profanity
13. Public Display of Affection
14. Skipping Class
15. Skipping School
16. Theft
17. Tobacco
18. Vulgar Material

Name of Student	Gr	Sex M	Sex F	Dates(s)	Number of Days Assigned	Added	Served	Offense	No.
	9	X		17	1	0	1	9	1
	9		X	23-27	5	0	5	15	3
	11		X	23-25	3	1	4	1	2
	11		X	19,23,24	3	0	3	15	1
	12	X		19,23,24	3	0	3	15	1
	10		X	24	1	1	2	7	1
	9	X		23	1	0	1	7	2
	9		X	23	1	2	3	7	3
	11	X		24-26	3	0	3	17	1
	12	X		24-26	3	0	3	1	1
	9		X	25-27	3	0	3	15	1
	10		X	25-27	3	0	3	15	1
	10		X	25-27	3	0	3	15	1

Appendix O Continued

In-School Suspension Report
ISS Program

Date _____ through _____

1. Cheating
2. Destruction of Property
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4. Disrespectful
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12. Profanity
13. Public Display of Affection
14. Skipping Class
15. Skipping School
16. Theft
17. Tobacco
18. Vulgar Material

Name of Student	Gr	Sex M	Sex F	Dates(s)	Number of Days Assigned	Added	Served	Offense	No.
	11		X	25-27	3	0	3	1	1
	9		X	25-27	3	0	3	1	1
	9		X	27	1	0	1	17	1
	10		X	27,30,31	3	0	3	15	1
	11		X	25-27	3	0	3	15	1
	10		X	27,30	2	3	5	17,9	2
	11		X	30	1	0	1	9	2
	9		X	30	1	0	1	9,WD	1
	10		X	31	1	0	1	9	1
	9		X	31	1	0	1	9	1
	12		X	31	1	0	1	9	2
	11		X	31	1	0	1	9	1
	11		X	1-3	3	3	6	17,5	3
	9		X	1-3	3	0	3	10	1

Summary Of In-School Suspension Report

Cheating	15
Disruptive Behavior	16
Excessive Tardies	16
Failure to Dress for PE	3
Failure to Observe Dress Code	1
Failure to Serve Detention	11
Fighting	10
Public Display of Affection	1
Skipping School	29
Theft	1
Tobacco	15

Total Days Assigned to ISS	232
Total Days Served in ISS	201
Extra Days Added in ISS	43
Days Not Served in ISS (WD).	14
Number of Students Placed in Detention Hall During Implementation Period	388

Grade	1st Time Offenders		2nd Time Offenders		3rd Time Offenders	
	Male	Female	Male	Female	Male	Female
9	20	20	2	2	1	2
10	8	3	2	1	0	0
11	12	12	4	2	2	0
12	7	2	1	1	0	0
TOTAL	47	37	10	6	3	2

84 students went through ISS one time.
16 students went through ISS two times.
5 students went through ISS three times.

Appendix P:

Teacher Survey

Appendix P

Teacher Survey
Teachers Six Week Evaluation of ISS

1) Has the ISS Program been an asset in classroom instruction?

2) Have you noticed a change in behavior of students who have been placed in ISS?

3) What affect has ISS had on the overall climate of the school?

4) Is the referral process of administrator, teacher and monitor working? (yes or no) How can we improve the process?

5) What changes or improvements, do you feel need to be made in the ISS Program?

Appendix Q:

Evaluation Outline

Appendix Q

Evaluation Outline

The evaluation process will begin after the ISS Program has been implemented. The evalutation procedures will include measuring the results against the objectives of the project.

Objective 1

After 10 weeks of implementation of an ISS Program, students in grades 9 through 12 will decrease disruptive behavior by 50 percent.

Criteria for Success:

Disruptive behavior of certain students will decrease by 50 percent.

Method of Evaluation:

Percentages based upon the number of students assigned to the program that have had previous disruptive behavior recorded in the permanent files.

Project Successful:

Yes or No? The success of the project will be determined after implementation.

Objective 2:

After 10 weeks of an alternative disciplinary program, disruptive students in grades 9-12 who are assigned to the ISS Program will have improved school attendance by 85 percent.

Criteria for Success:

Disruptive students will improve school attendance by 85 percent.

Method of Evaluation:

The student's attendance before and after the ISS program will be compared.

Objective 3:

After 10 weeks of implementation of an ISS Program, students in grades 9 through 12 who have been assigned to the program will increase moral by 70 percent.

Criteria for Success:

Students' that have been assigned to the ISS Program will have increased moral by 70 percent.

Method of Evaluation:

Students' will complete a student opinion survey. Results will be compared before and after the ISS Program implementation.

Objective 4:

After 10 weeks of an alternative disciplinary program, students in grades 9 through 12 will improve grades by 50 percent.

Criteria for Success:

Students' that have been assigned to the ISS Program will improve grades by 50 percent.

Method of Evaluation:

Teachers will complete progress reports on each student that has been assigned to the ISS Program.